



November 2009

Draft: Passport to College Promise Scholarship Program

Executive Summary

Foster youth have one of the lowest postsecondary participation and retention rates for college aged youth. Without significant intervention, less than 2 percent of foster youth are likely to attain a bachelor's degree.

The 2007 Legislature created the Passport to College Promise Scholarship program to help students from foster care attend and succeed in college. The program is authorized in RCW 28B.117 as a six-year pilot, and completed its first full year of operation in July 2009.

The program provides foster youth with information and assistance in preparing for college, as well as a significant scholarship for postsecondary education. The program also provides incentive grants to institutions that enhance and target their support services to foster youth.

Highlights of the Board's first year of serving Passport students:

- A breakthrough data exchange was developed between the Higher Education Coordinating Board, the Department of Social and Human Services (DSHS), and colleges, which protects student identity while allowing financial aid and support services to be directed to the students.
- 460 foster youth were identified and confirmed as eligible for Passport.
- 157 foster youth received scholarship assistance valued at about \$540,000.
- An additional ten students attended college out-of-state, or enrolled in other non-participating schools.
- About 75 percent of all enrolled foster youth persisted through the full academic year.
- 48 colleges committed to enhance and target student support services.
- Training events were held across the state for college personnel and foster youth providers. The events were organized in partnership with DSHS, the Casey Family Foundation, and the College Success Foundation.

This report includes a discussion of the legislatively mandated contract for additional student support, retention, and recruitment activities using a non-profit scholarship organization.

The Washington State Institute for Public Policy is directed to complete an evaluation of the Passport program with recommendations for improvement, and submit a report to the Legislature by December 1, 2012.

How the Program Works

Passport is a comprehensive program with three primary components: 1) to provide pre-college outreach; 2) support efforts made by institutions; and 3) provide a scholarship to students.

1. Supplemental Education Transition and Planning program (SETuP)

Outreach, through SETuP, is designed to encourage foster care youth between the ages of 14 and 18 to prepare for postsecondary education. DSHS administers SETuP, which in turn contracts with six community-based non-profit organizations stationed in each of the DSHS regions. Contractors provide foster youth with information about postsecondary opportunities and financing and promote educational aspiration and preparation. This report primarily addresses functions administered by the Board; however, Appendix A presents information on services provided by SETuP in the first year.

2. Institutional Incentive for Enhanced Support Services

Second, an institutional incentive program, managed by the Board, leverages and supports colleges' efforts to serve enrolled students. This is accomplished by schools agreeing to the Viable Plan tenets for providing enhanced and focused student support services to enrolled former foster youth. Schools receive incentive payments for recruitment, enrollment, and retention of eligible youth. See Appendices B and C for details on services provided by institutions through their Viable Plan.

3. The Passport Scholarship

Third, the scholarship, administered by the Board, provides students with the financial resources necessary to succeed in higher education. The scholarship is designed to ensure the student's financial needs are met and reduce reliance on student loans. When Passport is combined with other state, federal, and institutional assistance, the total funds should be sufficient to cover all the student's educational and living expenses, with only a minimal self-help expectation.

Policy and Procedure Achievements

The first year of the program (2007-08), included the development of a consensus agreement with stakeholders on the program design, the break-through data match with DSHS, and a streamlined payment delivery system.

- **Broad Consensus on Program Design - Advisory Committee**

The Passport statute requires that the Board convene and consult with an advisory committee to assist with program design and implementation. The program's operational policies were designed with the significant assistance of a broad based advisory committee.

Approximately 25 representatives from college support service and financial aid areas, as well as non-profit organizations, DSHS, other higher education stakeholders, and legislative staff participated in five advisory meetings. Committee members developed recommendations on implementation processes and awarding policies, and provided input to the program rules, which were adopted by the Board in March 2008. Advisory Committee meetings were held between September 2007 and November 2008, and they will continue to meet on an as-needed basis.

- **DSHS Data Match**

HECB and DSHS staff members worked collaboratively to establish a ground-breaking secure data-exchange system. The data exchange is a critical step in mobilizing the delivery of Passport services to former foster youth.

Prior to the advent of the Passport program it was exceptionally difficult for the DSHS to legally confirm or distribute any information about a college student's former foster youth status. Because of stringent privacy laws protecting students and, in particular, vulnerable populations, the former foster youth needed to first self-identify him or herself as a former foster youth.

Authorization is obtained through the student's completion of the Free Application for Federal Student Aid (FAFSA) or through consent provided on the Common Application or the Passport Consent Form distributed through SETuP and other providers.¹

The HECB collects the student consent and organizes the secure data exchange with DSHS. Once DSHS has confirmed the student's eligibility, the HECB makes this information available to authorized staff members of the college at which the student is enrolling. The college then constructs the student aid package, including Passport funding where needed, and organizes other support services for the student.

- **Payments to institutions**

HECB staff created a secure web-based payment system that allowed institutional staff to identify and award Passport eligible students. This system facilitated identification of eligible students and successful payments to students and institutions.

¹ The common application was developed to allow students to apply to the Governors' Scholarship, Seattle University's Fostering Scholars, Passport to College, and the federal Educational Training Voucher.

Outreach and Training Activities

Website for foster youth

Since 2008, Passport has helped fund the expansion and improvement of the Washington State website for foster youth – www.independence.wa.gov.

The improvements include:

- Addition of an online application for both the Federal Educational Training Voucher (ETV) program and state Passport program.
- A directory of designated campus support staff identified to help students from foster care.
- Addition of health information (a topic that had been identified as an important issue for foster youth.)
- Funding for script writing to improve the website to promote and encourage current and former foster youth in their self-advocacy efforts.

Training video for foster parents

Passport funds also contributed to the production of a 30 minute training video for foster parents. The video is available in DVD format and on the Children's Administration Website under training at <http://www.dshs.wa.gov/ca/fosterparents/videoGear.asp>. The video uses GEAR UP learning objectives, as well as other resources, and allows foster parents to receive training credit required to remain certified as foster parents.

Foster Care to College Partnership

In October 2005, as the administrator of the Foster Care Endowed Scholarship and the GEAR UP partnership programs, the HECB became a member of the Foster Care to College Partnership, along with the College Success Foundation (CSF), DSHS, Treehouse, Office of the Superintendent of Public Instruction, and Casey Family Programs. Through a Memorandum of Understanding, the Board agreed to:

- Share college preparation materials developed by the HECB's GEAR UP and College Bound programs for presentations with foster youth and their caregivers. The publications include those targeted for middle and high school students and their parents or caregivers.
- Help promote and provide outreach to foster youth and their caregivers regarding financial aid programs administered by the HECB.
- Help promote other forms of dedicated assistance for foster youth to the financial aid community.
- Assist in training or identifying local college staff to train foster youth practitioners. College preparation materials will be used in designing seminars for foster youth and their caregivers.

- Assist in the development of Foster Care to College Partnership communications. This includes helping in the creation of printed materials and providing higher education expertise and funding of the Partnership's Web site development.

Training for institutional personnel and other providers

In May 2008, the HECB, in partnership with DSHS, Casey Family Programs, and CSF provided one-day Passport training for 150 institutional administrators, SETuP providers, and social service practitioners. The training offered attendees information on the Passport program, financial aid, current successful practices for college campuses, and sensitivity awareness. For many institutional administrators, this was the first time they had received any type of training for working with students from foster care.

In May 2009, the Passport training was expanded and offered in Eastern Washington, Western Washington, and via ITV to over 150 participants. All participants received training on Casey Family Program's successful practices, and could choose to attend concurrent sessions on DSHS, financial aid, and recruitment and retention. The CSF also launched a social networking site at the training, *Destination Graduation*, for college professionals and social service providers working with students from foster care www.destinationgraduation.ning.com.

The HECB also collaborated with DSHS to offer training to social workers, foster parents, SETuP providers, and foster care youth in a number of locations throughout the state including Yakima, Mount Vernon, Kent, Tacoma, Centralia, Olympia, Vancouver, and Spokane.

Foster Youth Outcomes - Washington statistics compared with national statistics

The state's Strategic Master Plan for Higher Education, adopted by the 2008 Legislature, calls for improvements in the educational attainment and improvements to the K-12 pipeline, especially for students from low-income families, students of color, and youth from foster care.

Nationally, half of the youth from the foster care system complete high school. This is significantly below the 70 percent high school completion rate of non-foster youth. From the 2007 cohort of 659 youth who emancipated from care in Washington State, DSHS indicates that only 22 percent attained a high school diploma and another 12 percent earned a GED.

Only 20 percent of former foster youth who graduate from high school enroll in college nationally, compared to over 60 percent of the general population. In Washington, about 42 percent of youth from foster care attempted some education beyond high school according to the Northwest Foster Care Alumni Study, sponsored by Casey Family Programs in 2005.

Although this sample had higher participation rates than nationally, it is still far below the participation rate of 72 percent for the general population of high school graduates in the state.

Less than two percent of former foster youth in Washington hold bachelor's degrees, compared to 28 percent of the state's general population. Although data are limited regarding the

performance of former foster youth in postsecondary education in Washington, the Casey study reported that:

- 42% received some education beyond high school
- 20.6% completed any degree/certificate beyond high school
- 16.1% completed a vocational degree (25 years or older: 21.9%)
- 1.8% completed a bachelor's degree (25 years and older: 2.7%)

In the first year of serving Passport students, 36 percent of students verified as eligible actually enrolled. This is not a perfect comparison to Casey study data, however, the 42 percent participation rate is one measure by which Passport program will be evaluated.

Passport Enrollment Data and Student Outcomes

The Passport program provides the first opportunity to obtain verifiable baseline data on foster youth aspirations and performance in post-secondary education in Washington.

Approximately 608 youth who emancipated from care in 2008 met the definition for Passport eligibility, of which 76 percent (460) provided consent.² The submission of a consent form can be viewed as a positive sign of student aspiration to attend postsecondary education.

Identification of Eligible Students from Foster Care

About 2,300 records of self-identified former foster youth students were reviewed by DSHS over a two year period, as of October, 2009. The majority (73 percent) were identified using the Free Application for Federal Student Aid (FAFSA) via the question regarding whether a student was a “ward of the court”.

Of the records reviewed, 745 were determined eligible for Passport, 460 for the 2008-2009 academic year. Of these students determined eligible, most were identified through the Passport consent form (59 percent) distributed as part of the direct outreach efforts through the SETuP program and efforts of other outreach partners.

Applicant & Eligibility Data as of October 2009			
	Self-identified students reviewed by DSHS	Foster Youth per DSHS	Passport Eligible per DSHS ²
Total	2,300	901	745 (460 for 2008-09)

² To meet the foster youth eligibility for Passport, a youth must have been in care for at least one year since their 16th birthday, and have emancipated from care in Washington on or after January 1, 2007.

This chart illustrates the difference between self-identified foster youth and confirmed foster youth as verified by DSHS. The other value of this match is that DSHS provides institutions with information regarding students who were in foster care but do not meet Passport eligibility. This allows institutions to marshal other aid resources available for foster youth such as priority for State Need Grant. In addition, aid administrators do not have to request additional documentation from the student to prove their status as foster youth for purposes of financial aid eligibility.

There were two cohorts of emancipated youth from 2007 and 2008, that were eligible for Passport during the 2008-2009 academic year. Therefore, the number of students who received Passport during that year is likely higher than new cohorts of Passport students in 2009-2010 and beyond. For example in fall 2008, 111 students had enrolled versus 97 new students in fall 2009, along with 68 continuing students.

Enrolled passport students

Of the Passport eligible students, 157 or 34 percent enrolled in a higher education institution (see Appendix A – *Passport Enrollment by Institution 2008-2009*). This exceeds the traditional college enrollment rate for high school graduates from foster care of 20 percent. In addition, three students attended non-SNG eligible institutions and seven attended college out-of-state. The majority of served students (75 percent) enrolled in a community or technical college.

Student Enrollment by Sector 2008-2009		
	Enrolled	Percent
Community/Technical	118	75%
Four-Year Public	23	15%
Four-Year Private	10	6%
Private Career	6	4%

Note: As part of its contract with the College Success Foundation, the Board has asked the CSF to evaluate the reasons some Passport-eligible students did not enroll in postsecondary education, and to provide educational planning to those students who express interest in enrolling. (see Appendix D, *College Success Foundation Summary*).

Retention

The retention of Passport students from Fall to Spring was 70 percent for students attending a community or technical college. This compares to 63 percent of low socio-economic status students who are degree seeking, according to the State Board for Community and Technical Colleges (SBCTC). However, only 36 percent of students in the public two-year sector have re-enrolled in the Fall of 2009.

The retention rate of Passport students from Fall to Spring in the four-year institutions was 100 percent in 2008-09. Two-thirds of those 33 students have re-enrolled in the Fall of 2009.

Within Year Retention Rates by Sector 2008-2009						
Sector	Fall to Winter		Winter to Spring		Full Year (does not include summer)	Total Terms
Two-Year	79%		80%		65%	255
Four-Year	100%		100%		100%	65
Total	85%		81%		75%	320

Viable Plan Retention Services

Institutions participating in the Viable Plan offered a wide array of services to Passport students to support their progress. Several institutions used incentive funding to provide direct student services, such as transportation assistance, housing assistance, and financial incentives for meeting academic goals. Broad-based services were also provided such as early intervention programs, workshops, and social events.

Ten institutions received additional grants given on a competitive basis to provide outreach and retention services to youth above and beyond the minimum requirements through the Viable Plan. Supports included placement testing, financial incentives, orientation events, informational materials, mentoring, resource fairs, and a textbook lending library (See Appendix B for more information regarding the Viable Plan services).

Demographic Information

Of the Passport enrolled students in 2008-2009, none were married, but eight had children of their own. All the students were age 19 or younger and 54 percent are female. Just over half of Passport students are Caucasian and 19 percent are African American.

2008-09 Passport Students by Race/Ethnicity	
Caucasian	55%
African American	19%
Hispanic/Latino	9%
Asian/Pacific Islander	7%
Native American	4%
Other	6%

Academic Profile of Two-Year College Students

Of the Passport students enrolled in the community and technical colleges, 56 percent intended to transfer to a four-year institution. According to the SBCTC, over 70 percent of two-year college students made achievement gains as measured by the SBCTC's Student Achievement

Project momentum points.³ However, 78 students took 204 developmental, pre-college level courses in English and math over the course of the academic year.

Passport Scholarship Information

The maximum annual award for 2008-2009 was \$6,793, set at the tuition rate of the public research sector. However, the average award for Passport students was \$3,866 due to significant funding received from other governmental and private sources. Also, the majority of students attended lower cost institutions and therefore had lower financial need. The average award by sector is listed below.

Passport Disbursements by Sector 2008-2009		
	Average Award	Total Disbursed
Community/Technical	\$3,319	\$358,403
Four-Year Public	\$5,114	\$102,287
Four-Year Private	\$7,011*	\$63,095
Private Career	\$3,437	\$15,853

*Higher than annual maximum due to students enrolling summer term.

Other Financial Aid Received

The Passport statute requires that the Board examine the extent to which institutions have awarded the student all available need-based and merit-based grant and scholarship aid for which the student qualifies.

Overall, Passport students received significant financial assistance, including funding specific for students from foster care. Notably, 75 percent of Passport students were eligible for the federal Educational Training Voucher (ETV), administered through DSHS, and over half received ETV funds. Thirty-five Passport students also received the Governors' Scholarship (22 percent), administered by the College Success Foundation. Conversely, about 40 percent of the Governors' Scholars enrolled in 2008-09 were eligible for Passport. In total, 42 percent of Passport students received funding from private sources.

All but one enrolled Passport student received the federal Pell Grant, and 87 percent received State Need Grant. In addition, 29 percent received institutional assistance. Only 11 percent students participated in a work-study program, however, it is likely that many students are working in non-work-study positions based on feedback from aid administrators. About ten percent borrowed subsidized student loans at an average of \$2,900. The average financial aid package was \$11,285.

³ The six areas of achievement gains from the SBCTC Student Achievement Project include basic skills, developmental coursework, 15 college level credits, 30 college level credits, qualitative math, and 45 college level credits.

Type of Aid	Average Amount
Federal Grants	\$3,512
State Grants	\$5,142
Institutional Grants/Waivers	\$4,063
Private Scholarships	\$3,055
Work-Study	\$1,317
Federal Loans	\$2,928

Legislative and Budgetary Changes

Partial budget reallocation

The 2007-2009 program allocation was based on broad estimates of potentially eligible students available to be served. Early in Fiscal Year 2009, the Board projected there would be a surplus of funds after all enrolled Passport eligible foster youth had been served with scholarships. The Board notified the Legislature and the Office of Financial Management.

As a result, a total of about \$1.6 million was redirected as part of the supplemental budget process, to the Education Advocacy program for foster youth at DSHS. The Washington State Institute for Public Policy also received \$75,000 for an evaluation of the adequacy of, and access to, financial aid and independent living programs for foster youth. The report due to the Legislature in 2009, is to include recommendations regarding opportunities to improve efficiencies within these programs.

Contracting with the College Success Foundation

The 2009 Legislature and the Governor affirmed the importance of getting more foster youth into higher education through the budget process. The Board was asked in the budget proviso and in follow-up legislative meetings to contract with a non-profit organization whose mission is to serve low-income, high potential students and foster youth for the purpose of implementing strategies that result in increased retention and post-secondary success of Passport students.

The College Success Foundation was selected for that contract. The CSF has experience working to improve educational outcomes of foster youth – including administering the Governors' Scholarship and the "*Make It Happen*" program. The organization also is a founding partner of the Foster Care to College partnership.

The Board has agreed to a \$516,000 contract with the CSF to provide foster youth services related to outreach, student intervention, and community integration. See Appendix D for the scope of work from the contract.

The goals are to:

- Increase awareness of Passport among youth in foster care
- Increase the number of Passport-eligible students who enroll
- Survey of Passport eligible students who did not enroll in postsecondary education
- Provide direct support to Passport enrollees

- Monitor students' academic progress
- Coordinate services to youth from foster care in local communities
- Develop a sustainable infrastructure at community and institutional levels

Next Steps

In the 2009-10 academic year, the second year of serving students in the Passport to College Program, the HECB will work closely with the CSF to implement enhanced support services.

In partnership, the HECB and CSF will develop an evaluation tool to solicit feedback from institutions, students, and other stakeholders on the Passport program and its primary components (SETuP, the Viable Plan, student scholarship, and CSF services), as well as related policies and procedures.

Future Reporting

- December 2011: The HECB and SBCTC will jointly submit to the Legislature a report on rates of student participation, persistence, and progress.
- December 2012: The Washington State Institute for Public Policy will submit to the Legislature an evaluation of the Passport to College Promise program to estimate the impact of the program on eligible students' participation and success in postsecondary education, and shall include recommendations for program revision and improvement.

Appendix A – SETuP (Supplemental Education Transition Planning)

The Supplemental Educational Transition Planning (SETuP) program was created as part of the Passport to College program and is administered by DSHS. SETuP is designed to help current and former foster youth prepare for, attend, and successfully complete a postsecondary education.

SETuP provides information about postsecondary education and training opportunities for foster youth enrolled in high school or a recognized GED program. It offers foster youth, ages 14 through 18, assistance with pre-college readiness, financial aid, college admissions applications, transportation, and housing.

DSHS reported that, in the 2008-09 academic year, SETuP served 359 youth and was funded at \$430,000. DSHS has contracted with six private entities throughout the state to provide these services.

Region 1 - Spokane – Volunteers of America

Region 2 - Yakima – Catholic Family and Children Services

Region 3 - Mount Vernon – YouthNet

Region 4 - Seattle – YMCA

Region 5 - Tacoma – Pierce County Alliance

Region 6 - Olympia – Community Youth Services

About one-third of students served were younger than 17, and 57 percent were female. Nearly half of the youth served were students of color, as shown below.

Table 1. SETuP Demographics

SETuP 2008-09 Students, by Race/Ethnicity	
Caucasian	52.6%
African American	23.7%
Hispanic/Latino	9.2%
Asian/Pacific Islander	1.9%
Native American	8.6%
Other	3.9%

In 2008-09, 90 percent of students served through SETuP either advanced to the next grade level, graduated, or completed their GED program. Of the students that were 18 years old, 92 percent completed financial aid applications.

Appendix B – Institutional Viable Plan and Incentive Payments

The Passport program provided financial incentives to institutions that agreed to have a “viable plan” for students from foster care to support recruitment and retention of eligible students. The “viable plan” is a four point guideline developed by the Casey Family Foundation.

The viable plan, based on Casey Family Program’s Student Success Guide is based on four key elements:

1. Identify a knowledgeable “designated support staff” person who is able to direct youth in the areas of financial aid, academic guidance, personal issues, and career counseling.
2. Agree to review student budgets on a case-by-case basis to recognize the actual living expenses for current and former foster youth and tailor financial aid packages to the extent of student eligibility and available funds. Use all resources to meet the student’s full need, reducing their reliance on loans.
3. Strive to create a lasting institutional commitment to serve current and former foster youth by providing institutional leadership to advocate for the program’s success.
4. Connect with social services and independent living providers on an as-needed basis to ensure students from foster care receive a full-range of support services and college preparation information.

Institutions also have included a self-disclosure question on their admissions or registration materials to help identify foster youth on campus.

Institutions that successfully recruit and retain students and sign on to the viable plan, receive payments of \$500 per student, per term. In the 2008-09 academic year, 48 institutions agreed to implement the plan.

In the 2008-09 academic year, 71 percent of eligible institutions submitted signed agreements to participate in the viable plan, and used their grant funds for a variety of activities such as:

- Staff training
- Administration of the program
- Early intervention programs for students having academic difficulty
- Publications and mailings
- Additional financial assistance to students for expenses such as transportation and housing during periods of non-enrollment
- Incentives for students
- Workshops for students
- Testing
- Seminars with community partners
- Social events
- Staff meetings with students from foster care
- Tutoring
- College campus visits

Also in the 2008-09 academic year, ten institutions received additional grants given on a competitive basis to provide services to youth above and beyond the minimum requirements through the viable plan. These institutions received up to an additional \$5,000 to provide enhanced services on their campus.

The ten institutions were: Bellevue Community College, Columbia Basin College, Centralia College, Edmonds Community College, Everett Community College, Seattle Central Community College, Whatcom Community College, Yakima Valley Community College, Washington State University, and Seattle University.

They used additional funds for the following activities:

- Additional financial assistance to students for expenses such as interview preparation assistance, graduate school admissions test, and placement testing fees
- Orientation events and campus visits
- Resource fairs
- Workshops
- Mentoring
- Student incentives
- Textbook lending library
- Development of outreach materials for foster youth and foster parents
- Outreach to area high schools
- Development of a motivational film library

Appendix C – Passport Enrollment by Institution 2008-2009

Institution Type	Institution	Students served
Community/Technical College	Bellevue College	2
	Cascadia Community College	1
	Centralia College	5
	Clark College	6
	Columbia Basin College	2
	Edmonds Community College	7
	Everett Community College	6
	Grays Harbor College	1
	Green River Community College	5
	Highline Community College*	3
	Lower Columbia College	5
	North Seattle Community College	3
	Peninsula College	3
	Pierce College*	3
	Seattle Central Community College	9
	Shoreline Community College	1
	Skagit Valley College	2
	South Puget Sound Community College*	8
	Spokane Community College	9
	Spokane Falls Community College	5
	Tacoma Community College	5
	Walla Walla College	2
	Wentachee Valley College	1
	Whatcom Community College	3
	Yakima Valley Community College	9
	Clover Park Technical College	7
	Lake Washington Technical College	1
	Renton Technical College*	1
	Seattle Vocational Institute	2
Four-Year Public	Central Washington University	8
	Eastern Washington University	4
	University of Washington	6
	Western Washington University	2
	Washington State University	3
Four-Year Private	Northwest University*	1
	Pacific Lutheran University	1
	St Martin's University	2
	Seattle University	6
Private Career	Art Institute of Seattle	1
	Everest College	1
	Glen Dow Academy*	2
	Perry Technical Institute	1

*Not participating in the Viable Plan

Other Viable Plan Institutions without Enrolled Students: Olympic College, South Seattle Community College, Bates Technical College, Bellingham Technical College, The Evergreen State College, Bastyr University, Gonzaga University, Heritage University, Seattle Pacific University, Walla Walla University, Whitman University, Interface Computer School, International Air & Hospitality Academy

Appendix D – College Success Foundation Contract Summary

SCOPE OF WORK

The CONTRACTOR will provide services and staff, and otherwise do all things necessary for, or incidental to the performance of work, as set forth below.

The work CONTRACTOR will provide is designed to increase the number of youth from foster care that apply for Passport, to increase the number of Passport students that achieve their postsecondary educational goals, and to increase the capacity of institutions and community organizations to support the postsecondary success of youth from foster care.

The CONTRACTOR will adhere to privacy laws such as the Federal Education Right to Privacy Act (FERPA) and standards set forth in this contract; the BOARD will administer all primary data sharing agreements for Passport to College Promise.

The CONTRACTOR shall produce quarterly written reports on the Outreach, Student Intervention, and Community Integration activities (deliverables) to the BOARD (see exhibit B).

A. Outreach Goals

- Increase the awareness of Passport among youth from foster care.
- Increase the number of Passport-eligible students that enroll.

1. Outreach Activities

- Include Passport information in all existing CSF outreach activities for foster youth.
- Evaluate reasons Passport-eligible students did not enroll in postsecondary education, what supports are needed, and their enrollment plans.
- Invite Passport-eligible/not-enrolled students who were contacted to existing CSF programming.

2. Outreach Performance Measures

- Engage at least 50 percent of Passport-eligible, non-enrolled students with valid contact information.

B. Student Intervention Goals

- Provide direct support to Passport enrolled students.
- Monitor students' academic progress.

1. Student Intervention Activities

- Invite Passport students to student success activities on campuses.
- In collaboration with the campus Passport Designated Support Staff (DSS) or other advising staff, develop education plans with Passport students.

- Monitor current Passport students' progress, evaluate individual barriers, and collaborate with the DSS to provide intervention and support as needed.
- Provide emergency funding to Passport students as needed while ensuring coordination with the financial aid office to prevent an over-award of funding during periods of enrollment.
- Coordinate with the Passport Designated Support Staff in arranging campus visits and student contacts.

2. *Student Intervention Performance Measures*

- Increase year-to-year retention rate by ten percent, to be adjusted when baseline is established.
- Provide personal intervention to a minimum of 150 Passport enrolled students.

C. *Community Integration Goals*

- Coordinate services to youth from foster care in local communities.
- Develop sustainable infrastructure at community and institutional level.

1. *Community Integration Activities*

- Develop a memorandum of understanding with the Viable Plan institutions to define the Passport-related activities the CONTRACTOR will perform on campuses.
- Convene local community stakeholders and develop a shared vision and strategic plan for improving services.
- Perform campus visits and consult with the Designated Support Staff to discuss the implementation of the institution's Viable Plan agreement.
- Develop consortiums on the east and west sides of the state in collaboration with the Foster Care to College partnership members, and including the institutions.
- Host an annual Passport conference on the east and west sides of the state to provide training to institutional administrators and other stakeholders.

2. *Community Integration Performance Measures*

- Successfully engage 50 percent of the 49 Viable Plan participating institutions as determined by the number of Passport meetings attended, and activities related to the elements of the Viable Plan agreement.

RESOLUTION NO. 09-33

WHEREAS, The Legislature through RCW 28B.117, authorized the Higher Education Coordinating Board to develop, with the assistance of an advisory committee, the Passport to College Promise program to help encourage foster care youth to prepare for, attend, and successfully complete higher education; and

WHEREAS, The Legislature requested a status report on the extent to which foster youth are participating and persisting in postsecondary education; and

WHEREAS, The Board staff have developed a report that includes:

- Discussion of program accomplishments in the first year serving students;
- Information about the data exchange with DSHS and numbers of students verified eligible;
- Review of outreach including the DSHS program, SETuP;
- Overview of institutional participation in the Viable Plan to enhance student services for foster youth;
- Data regarding the Passport enrollment and student demographics;
- Information regarding scholarship and other financial aid received; and
- Legislative and budgetary changes including a contract to further improve outreach and retention services;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the staff report on the Passport to College Promise Scholarship program and authorizes staff to convey the report to the Legislature.

Adopted:

November 19, 2009

Attest:

Jesus Hernandez, Chair

Roberta Greene, Secretary